



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

21151 Crismon Road, Queen Creek, AZ 85242

Benjamin Franklin Charter School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Highly Performing
2003-04 Highly Performing
2002-03 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Jack McLeod
Schedule : 07:30 AM to 04:30 PM
Grades : K-8
2005 Enrollment : 591
Web Address : benjaminfranklincharterschool.com
Phone Number : (480) 987-0722
Fax Number : (480) 987-3517
E-mail : bfcs.mcleod@interwrx.com

Mission

Philosophy: Emphasize teaching of basic skills & information to mastery level. Mission: train the intellect; teach skills; instill pride & respect for, self, others, & country; equip students to make decisions & solve prob; challenge students to excel.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Ensure the success of all students through implementation of a challenging academic program.
- ü Math drill and practice to enhance student knowledge and ability.

Enrollment

October 1, 2004 School Year Student Enrollment : 556
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 531

Instructional Programs

- ü Spalding Phonics-based Language Arts
- ü Open Court (Basil) Literature Curriculum
- ü Saxon & HBJ Mathematics Curriculum
- ü Teacher Centered Instruction
- ü Character Program - Core Virtues

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

The school contracts with parents to deliver all aspects of the program as outlined in the 'Parent Handbook' (academic program, discipline, dress code, school rules, etc.) in exchange for parental involvement and support.

Parents

Parents are respons. for ensuring that their children are trans. to school on time, arrive ready to learn, abide by school rules & complete homework assign. Parents have the opportunity & are encouraged to be involved in the school govern. thru FPAC.

Transportation Policy

Transportation is provided individually or through carpools by parents. A bus is provided to transport 7th & 8th grade students between Gilbert and Queen Creek campuses.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Boys and Girls Charter Athl. Conf. Champs	2000
ü President's Fitness Award	2001
ü Boys and Girls Athl. Conf. Champs - Mult. Sports	2001
ü Boys and Girls Athl. Conf. Champs - Mult. Sports	2002

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	160	79306	98	99	99	438	452	445	7	5	10	27	17	18	59	61	51	7	18	20
All Students (Prior Year)	61	191	75509	100	100	100	529	543	521	9	4	13	12	12	23	47	40	33	33	43	31
Female	27	85	38691	100	100	99	436	452	446	7	5	10	26	16	18	56	60	52	11	20	20
Male	31	75	40583	97	99	99	440	452	445	7	4	11	28	18	18	62	63	50	3	15	21
African American	--	NC	4041	--	NC	99	--	NC	426	--	NC	17	--	NC	23	--	NC	50	--	NC	10
Hispanic	NC	16	32869	NC	100	99	NC	442	429	NC	6	15	NC	25	25	NC	56	51	NC	13	10
Asian/Pacific Islander	--	NC	1935	--	NC	99	--	NC	474	--	NC	3	--	NC	9	--	NC	48	--	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	52	137	36197	98	99	99	439	454	463	6	3	5	26	16	11	62	62	53	6	19	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	56	153	69060	97	96	98	439	453	454	7	5	7	24	16	17	61	62	54	7	18	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	--	39415	--	--	96	--	--	431	--	--	15	--	--	25	--	--	50	--	--	10
Non-Economically Disadvantaged	58	160	39966	100	100	100	438	452	459	7	5	6	27	17	12	59	61	52	7	18	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	161	79395	100	0	99	455	469	446	4	1	9	23	19	25	65	66	55	9	14	11
All Students (Prior Year)	61	191	75492	100	100	100	524	528	519	7	4	12	10	12	16	64	57	47	19	27	24
Female	27	85	38743	100	0	100	464	475	451	0	0	7	15	16	24	78	71	57	7	13	12
Male	32	76	40618	100	0	99	448	463	440	7	3	11	30	22	27	53	60	53	10	15	9
African American	--	NC	4052	--	NC	100	--	NC	434	--	NC	11	--	NC	29	--	NC	54	--	NC	6
Hispanic	NC	16	32915	NC	0	99	NC	465	426	NC	0	15	NC	13	35	NC	88	47	NC	0	4
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	468	--	NC	3	--	NC	14	--	NC	63	--	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	53	138	36221	100	0	99	456	469	465	4	2	4	24	18	15	63	66	63	10	14	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	57	154	69139	98	0	99	456	470	454	4	1	7	22	19	24	65	65	58	9	15	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	--	39484	--	--	96	--	--	429	--	--	14	--	--	35	--	--	47	--	--	4
Non-Economically Disadvantaged	59	161	39986	100	0	100	455	469	461	4	1	4	23	19	16	65	66	63	9	14	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	160	78869	98	99	99	470	471	442	2	4	6	13	12	21	61	62	63	25	22	10
All Students (Prior Year)	61	188	75053	100	99	99	629	629	597	5	2	7	3	7	12	81	80	72	10	11	9
Female	27	85	38536	100	100	99	492	491	458	0	1	4	4	5	15	59	63	67	37	30	14
Male	31	75	40302	97	99	99	450	448	428	3	7	8	21	19	26	62	61	60	14	13	7
African American	--	NC	4015	--	NC	99	--	NC	430	--	NC	8	--	NC	24	--	NC	61	--	NC	7
Hispanic	NC	16	32606	NC	100	98	NC	484	426	NC	6	8	NC	6	27	NC	44	60	NC	44	5
Asian/Pacific Islander	--	NC	1925	--	NC	99	--	NC	471	--	NC	3	--	NC	11	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	52	137	36078	98	99	99	466	470	459	2	3	4	14	13	16	62	64	66	22	20	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	56	153	68697	97	96	98	470	472	454	2	3	4	11	12	18	63	64	67	24	21	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	--	39106	--	--	95	--	--	427	--	--	8	--	--	28	--	--	59	--	--	5
Non-Economically Disadvantaged	58	160	39837	100	100	100	470	471	457	2	4	4	13	12	14	61	62	67	25	22	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	142	78906	98	99	99	535	540	498	2	1	13	7	4	19	54	50	48	37	44	20
All Students (Prior Year)	58	157	76019	98	100	100	524	529	499	2	2	14	46	32	39	11	14	14	42	53	33
Female	29	71	38644	100	100	99	518	529	500	4	3	12	8	6	19	68	59	49	20	32	19
Male	29	71	40236	97	99	99	549	550	497	0	0	15	7	3	19	41	42	46	52	55	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	536	--	NC	5	--	NC	8	--	NC	45	--	NC	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	53	127	36483	98	99	99	539	542	517	2	2	7	6	3	13	51	50	51	41	45	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	55	137	68310	98	99	98	539	542	509	0	1	9	6	4	18	55	50	51	39	45	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	--	38679	--	--	96	--	--	483	--	--	20	--	--	25	--	--	45	--	--	10
Non-Economically Disadvantaged	58	142	40295	100	100	100	535	540	513	2	1	7	7	4	13	54	50	50	37	44	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	142	78908	98	0	99	510	520	484	2	1	10	13	5	23	70	77	58	15	17	9
All Students (Prior Year)	58	157	76020	98	100	100	518	520	503	11	9	25	22	19	23	42	48	40	25	24	12
Female	29	71	38648	100	0	99	514	523	489	0	0	8	8	3	22	84	80	61	8	17	10
Male	29	71	40233	97	0	99	507	517	479	3	1	12	17	7	25	59	74	55	21	17	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	NC	1805	--	NC	98	--	NC	507	--	NC	4	--	NC	13	--	NC	65	--	NC	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	53	127	36502	98	0	99	513	521	502	2	1	4	12	5	14	69	76	67	16	18	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	55	137	68312	98	0	98	515	522	493	0	0	7	10	4	21	75	78	62	16	18	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	--	38662	--	--	96	--	--	468	--	--	16	--	--	32	--	--	49	--	--	3
Non-Economically Disadvantaged	58	142	40315	100	0	100	510	520	498	2	1	5	13	5	15	70	77	66	15	17	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	142	78750	98	99	99	536	546	500	0	0	6	11	9	29	89	86	63	0	5	2
All Students (Prior Year)	57	154	75673	97	98	100	594	587	530	0	3	12	17	13	25	74	75	58	9	9	4
Female	29	71	38586	100	100	99	540	552	515	0	0	4	4	3	22	96	94	71	0	3	3
Male	29	71	40135	97	99	99	532	540	486	0	0	8	17	14	35	83	78	56	0	7	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	--	NC	1802	--	NC	98	--	NC	533	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	53	127	36440	98	99	99	535	545	516	0	0	3	12	10	22	88	84	71	0	6	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	55	137	68196	98	99	98	538	548	513	0	0	3	10	8	25	90	87	69	0	5	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	--	38558	--	--	96	--	--	485	--	--	8	--	--	37	--	--	54	--	--	1
Non-Economically Disadvantaged	58	142	40260	100	100	100	536	546	514	0	0	3	11	9	21	89	86	72	0	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	45	78250	98	98	99	570	570	548	9	9	21	13	13	18	62	62	48	16	16	13
All Students (Prior Year)	53	53	75001	96	96	99	504	504	468	4	4	37	38	38	36	35	35	16	23	23	10
Female	19	19	38071	95	95	99	582	582	549	5	5	20	11	11	19	63	63	49	21	21	12
Male	25	25	40126	96	96	99	565	565	547	8	8	23	16	16	17	64	64	46	12	12	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	39	39	38320	93	93	99	570	570	568	8	8	12	15	15	14	64	64	55	13	13	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	42	42	68996	98	98	99	576	576	561	5	5	16	12	12	18	67	67	52	17	17	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	45	45	44937	98	98	100	570	570	561	9	9	13	13	13	15	62	62	54	16	16	18

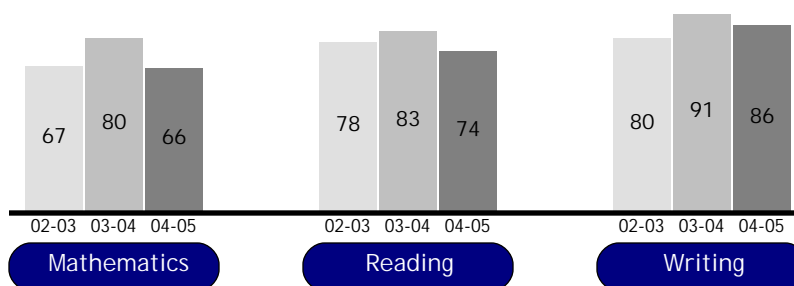
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	46	78302	100	0	99	548	548	512	2	2	11	15	15	25	72	72	57	11	11	7
All Students (Prior Year)	55	55	74918	100	100	99	533	533	497	7	7	32	16	16	19	45	45	35	31	31	15
Female	19	19	38082	95	0	99	560	560	518	0	0	8	11	11	24	74	74	61	16	16	7
Male	26	26	40166	100	0	99	544	544	507	0	0	14	19	19	26	73	73	54	8	8	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	40	40	38347	95	0	99	550	550	531	0	0	5	15	15	17	75	75	68	10	10	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	43	43	69024	100	0	99	554	554	524	2	2	7	9	9	23	77	77	62	12	12	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	46	46	44979	100	0	100	548	548	525	2	2	6	15	15	18	72	72	66	11	11	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	44	44	78094	96	96	99	564	564	545	5	5	3	14	14	18	68	68	77	14	14	2
All Students (Prior Year)	55	55	74503	100	100	99	514	514	491	0	0	9	30	30	32	57	57	51	13	13	8
Female	19	19	38025	95	95	99	592	592	558	0	0	2	5	5	13	74	74	82	21	21	2
Male	24	24	40013	92	92	99	545	545	534	8	8	5	17	17	23	67	67	71	8	8	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	39	39	38265	93	93	99	566	566	564	5	5	2	13	13	11	69	69	84	13	13	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	41	41	68892	95	95	98	572	572	559	2	2	2	12	12	14	71	71	82	15	15	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	44	44	44871	96	96	100	564	564	559	5	5	2	14	14	12	68	68	84	14	14	3

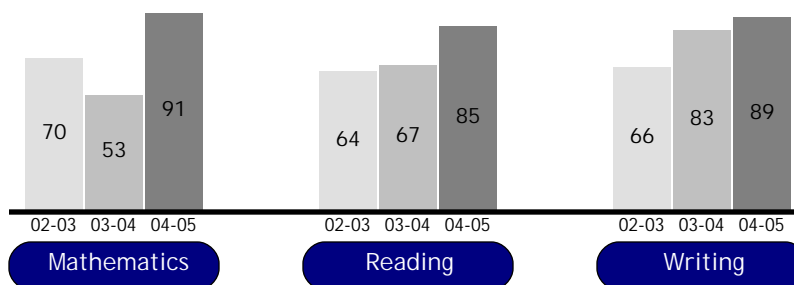
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

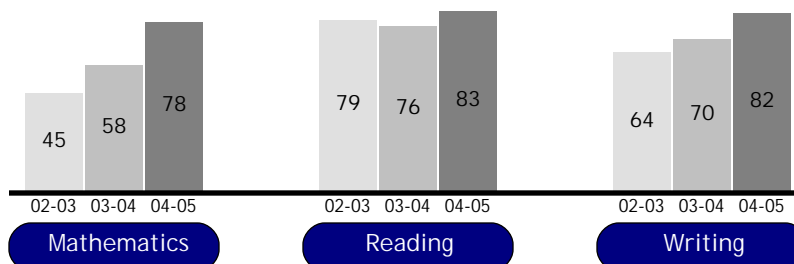
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	90	64	71	50	97	62	NA	58	98	70	65	47
	Language	95	53	65	43	98	66	68	50	98	59	60	47
	Mathematics	98	72	79	57	98	71	75	64	98	67	64	50
3	Reading	100	64	69	47	97	68	NA	55	100	52	58	44
	Language	100	63	69	54	98	67	72	61	100	51	55	44
	Mathematics	100	78	80	54	100	80	84	61	98	56	61	51
4	Reading	90	68	74	52	95	74	NA	56	100	65	66	48
	Language	96	55	65	48	96	67	70	52	100	63	69	49
	Mathematics	100	70	79	57	96	84	85	61	98	70	72	53
5	Reading	98	58	67	50	98	70	NA	55	98	65	71	50
	Language	98	55	60	46	98	67	65	49	98	69	73	50
	Mathematics	100	73	80	57	98	86	86	63	98	69	70	49
6	Reading	100	63	72	53	100	64	NA	56	100	66	68	51
	Language	97	52	63	45	100	55	63	48	100	65	66	47
	Mathematics	97	86	88	62	100	85	88	66	98	78	78	52
7	Reading	96	67	67	51	98	70	NA	54	100	64	64	50
	Language	98	74	74	54	98	81	81	58	100	70	70	52
	Mathematics	100	84	84	58	98	88	88	62	100	65	65	50
8	Reading	98	69	69	53	98	74	NA	55	100	67	67	51
	Language	100	69	69	49	96	81	81	52	100	70	70	50
	Mathematics	98	87	87	58	96	83	83	61	98	73	73	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Benjamin Franklin Charter School - Queen Creek

School Site Council

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 0 Teacher(s)
- 12 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü Curriculum Development
- ü Textbook Selection
- ü Library Book Selection
- ü Student Discipline
- ü School Safety Issues
- ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	4.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	8	0	0	0
7 to 9 years	9	0	0	0
10 or more years	4	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	58
Teachers with Emergency Certificaton.	9
Percent of teachers in the school with Emergency/Provisional Certification	34%
Percent of core classes not taught by Highly Qualified Teachers	91%

Resources Available at School Site

Special Facilities

Extracurricular Activities

- ü After School Sports
- ü Before/After School Band/Orchestra/Choir
- ü After School Clubs
- ü Sports Competition (7th & 8th Grade)

Social Services

- ü Recreational Activities
- ü Community Sports

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Averaged two grade levels of growth per grade level on annual criterion-referenced tests.
- ü Students entered/won/placed in national, state and local poetry and writing contests.
- ü School consistently scores in the top 10% of all Arizona schools on state (AIMS) and national (SAT9 and TerraNova) testing.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	7	12	12	17
Transfers In Rate ⁶	9	28	28	37
Stability Rate ⁷	92	87	87	82
Promotion Rate ⁸	99	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Establishment of expectations through school rules and enforcement thereof. Introduction and implementation of Core Virtues character education program.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jack McLeod	(480) 987-0722
Transportation Policy	Jack McLeod	(480) 987-0722
Community Resources	Jack McLeod	(480) 987-0722
School Nutrition Programs	Jack McLeod	(480) 987-0722
Parent Organization	Jack McLeod	(480) 987-0722
Student Health/Nurse	Anna Tabor	(480) 987-0722

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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